

Area 3: Desired Results for Student Learning

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Introduction

“Defining school quality should start with defining in clear terms, what a high quality school would produce. A focus should be on student learning itself – what students can demonstrate that they know and can do...A school of quality today needs to be helping students acquire not only facts and skills, but also deep conceptual understanding of key ideas, the ability to use their knowledge to reason, to solve real-world problems, and to be able to effectively communicate their reasoning and solutions to others.” (Porter, NSSE 2002)

Education, which creates the future, involves a continuous quality of improvement. Meaningful learning takes place in an environment in which students make connections between past knowledge, present learning, and future applications. The individual who is given opportunities to achieve his/her capacities to the fullest is the one who has learned how to think analytically and creatively in order to help not only his/her community, but also the country to solve complex problems both locally and globally. (Dee Dickenson, p.47)

Wagner (2008) suggests the new vision for educating students is concerned with “survival skills” for our children’s future, and that of society and the planet. Learning in the school, in the workplace and in life, necessitates skills such as: critical thinking, problem-solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination. In Curriculum 21, Costa and Kallick (2010) call these processes the “16 Habits of Mind.” These necessary habits for success are described in the following way:

1. Persisting/Perseverance
2. Managing impulsivity
3. Listening with understanding and empathy
4. Thinking flexibly
5. Meta-cognition
6. Striving for accuracy and precision
7. Questioning and posing problems
8. Applying past knowledge
9. Thinking and communication with clarity and precision
10. Gathering information through all the senses
11. Creating, imaging and innovating
12. Responding with wonderment and awe
13. Taking reasonable risks
14. Finding humor
15. Thinking interdependently
16. Remaining open to continuous learning.

Students need to prepare for a future that is very different from the one known by today’s educators. Teachers need to shift their role from one of being an information provider, to one of

“catalyst, model, coach, innovator, researcher, and a collaborator with the student throughout the learning process. (Costa and Kallick, 2010)

Education today, must prepare the student to compete, connect, and cooperate on a global scale. This necessitates use of technology that reaches outside the classroom and brings the world within the student’s reach. This “global literacy” includes: knowledge of other cultures, regions, and global issues; skills to communicate in other languages and to work in cross-cultural teams and access information from around the world; and values of respect for other cultures. (Vivien Stewart, 2010, Curriculum 21)

The report of Area 3 of the School Improvement Plan has as its purposes: 1) to define, review and analyze current data regarding the seven NSSE/FCC’s School-Wide Goals for Learning 2) to identify in the St. Paul’s Catholic School classes, how students demonstrate these qualities 3) to survey the stakeholders regarding their understanding of these outcomes and 4) make a statement of the goals for the School Improvement Plan based on the results of the survey and faculty input.

1. Standards Review

In April, 2010, a schedule of meetings for the upcoming school year was presented to the faculty. Each of the research committees were given dates for presentation of the committee’s research and findings. On August 4, 2010, the process of gathering data commenced. Through the vehicle of lists posted on the bulletin board in the faculty lounge, teachers gave examples of “how students demonstrated” each of the seven School-Wide Goals for Student Learning as set forth by NSSE. These examples were delineated by grade level (Pre-K through grade 5) and discipline (Middle School and enrichment classes). Upon completion of the community profile and the statements of Mission and Beliefs, the faculty met to review the related Florida Catholic Conference Accreditation Standards in Section C. The committee also reviewed the data results presented in Area 1 including the opinion survey results and the stakeholder belief results presented in Area 2.

2. Research : Seven Goals for Student Learning and Their Implementation at St. Paul’s Catholic School

Each research committee reviewed research from the previous accreditation profile and then combined current research utilizing varied and numerous sources with the examples of demonstrated skills throughout grade levels. Research findings were presented to the faculty at designated meetings scheduled from September through November. These reports became part of the research that was incorporated in the Area 3 report.

A town hall meeting with all the stakeholders was held on November 18, 2010 for the purpose of sharing this research, educating the designated survey participants and preparing this group for the NSSE survey in which they would participate. A member of each of the research committees was present at both the morning and evening presentations to explain the research area and provide specific examples seen in the various classrooms. The survey was available online immediately after the evening meeting with the stakeholders. AdvancEd® receives the survey

responses electronically and generates statistical tables and charts which are subsequently reviewed, analyzed, and summarized by team members.

Faith Formation

Faith formation is the cornerstone of a Catholic school in that it touches every aspect of students' lives. The building blocks of faith formation allow students to live in an ever-deepening relationship with God and others. "To teach in order to lead others to faith is the task of each and every believer." (St. Thomas Aquinas, CCC 904)

In the report *Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium* (2005), the United States Conference of Catholic Bishops referred to a statement they issued in 1990 which stated, "... Catholic schools afford the fullest and best opportunity to realize the fourfold purpose of Christian education, namely, to provide an atmosphere in which the Gospel message is proclaimed, community in Christ is experienced, service to our sisters and brothers is the norm, and thanksgiving and worship of our God is cultivated (p.2)." In their latest statement, the Bishops went on to say that because so much has changed since that statement was issued, they "believe that the time has come to revisit and reaffirm our commitment to Catholic elementary and secondary schools as invaluable instruments in proclaiming the Good News from one generation to the next". Following their lead, today's Catholic educators are committed to and model the fostering of a Catholic education to build a community of faith. "The community of the Catholic school is deliberately built and distinctively Catholic. The community that forms in the Catholic school is infused with the Gospel values of reverence, respect, responsibility, and welcome. (Students are taught that) anyone approaching the community should be drawn in by these values." (*Today's Catholic Teacher*, "What Makes the Catholic School Catholic?" August/September, 2010, p.32)

St. Paul's Catholic School strives to provide opportunities at every level for students to deepen their relationship with God and others. Student led morning and afternoon prayers, active participation in weekly Masses, the Living Rosary in October, and Stations of the Cross during Lent, sacramental preparation, classroom prayer services, as well as time for individual prayer for special intentions provide opportunities for students to deepen their faith and worship God. Providing dinners for those less fortunate at Thanksgiving, donating bicycles at Christmas, providing assistance both physically and monetarily to an orphanage in Jamaica, baking dog biscuits and collecting blankets and towels for the Humane Society, cutting coupons for military families overseas as well as writing letters to veterans, making sandwiches for the homeless and providing Homeless Care Boxes, filling a dresser for a baby, and caring for God's creation by recycling water bottles, Elmer's® glue bottles and glue sticks are some of the ways that students reach out to others as a way to show respect and accept responsibility for supporting a community of faith.

It is through the classes, activities, and experiences that the students of SPCS not only deepen their knowledge and understanding of their faith, but also are able to put faith-filled values into practice, giving witness and service to the larger community. SPCS and its students continue to fulfill the Bishops' vision of being proclaimers of the Good News to future generations in their community and to the world.

Learning to Learn

The complexity and interconnectedness of today's world requires schools to produce students that know something about the world, its cultures and languages, and how their economic, environmental, and social systems work. These students are actively involved with the world and with their learning. These "globally competent" students have learned the skills needed to investigate the world; weigh perceptions, theirs and others; communicate ideas in English and at least one other world language and are media and artistically savvy; are capable of taking action; and have an understanding of what's going on in the world. The globally competent student is a life-long learner, "able to adapt and contribute knowledge and understanding to a world that is constantly and rapidly evolving." (Anthony Jackson 2009)

Being "active vs. passive" participants in their learning is the goal of learning to learn. The student who takes ownership of lessons is able to recall more details, relate concepts, and apply critical thinking to problem-solve. How the brain works and how students learn best has been the basis of ongoing research by Howard Gardner of Harvard Graduate School of Education over the past 32 years. Best Practices and its philosophies are based upon this work. Findings show that "Best Practices:

1. Are correlated with curriculum use of highly interactive, entertaining, three dimensional stimulating learning materials and new technologies allowing virtual reality simulations.
2. Promote multiple learning styles.
3. Allow for immediate feedback.
4. Utilize a variety of assessment and program evaluation to design effective strategies and activities.
5. Aim for mastery.
6. Reach out beyond the classroom and into the community.

These trends and philosophies are utilized in all the grades at SPCS. Primary students use centers and manipulatives which stimulate learning. The *Smart Board* incorporates lessons with interactive manipulatives. *Accelerated Reader* and *Accelerated Math* are other means of bringing technology into the classroom. Classrooms are a combination of whole group, small group, individually designed lessons and assignment which foster "ownership" for the students. Field trips and classroom visitors bring the community into the classroom, giving the students a more global experience.

In the intermediate grades, technology is frequently utilized. A *Smart Response* receiver, formerly known as Senteos, provides teachers and students with immediate feedback. Smart Board activities reinforce concepts in all subject areas. Field trips give students opportunities to not only visit the outside community, but also make history come alive. Students experience exploration and ownership through the "hands on" approach to their science experiments.

The middle school students use the *Accelerated Reader*, *Accelerated Math*, and *Smart Response* receivers for testing and assessing understanding of material. These formats provide immediate feedback to teachers and student.

Expanding and Integrating Knowledge

In “Educating for a Sustainable Future” (Curriculum 21), educator, Jaime Cloud (2010) addresses the need to learn how to ensure healthy, sustainable communities. This is something that can be learned through applying an ever-expanding body of knowledge, employing an ever changing set of skills, and developing attitudes that will shape the future of the present generation and the generations that follow.

Current research says teachers who strive to collaborate and provide copious opportunities for students to transfer information learned from one subject area to another are implementing an integrated curriculum that allows for development of both the academic and social aspects of learning (Daniels & Bizar, 2005). Daniels and Bizar (2005) suggest students be encouraged to find ways to enhance learning by sharing experiences with their classmates through cooperative learning. Willingham (2001) continues with this idea noting “knowledge is not only cumulative, but that it grows exponentially”. Students entering the classroom today are much different than those who have come before. They have the ability to gather knowledge much more quickly, using high tech instruments previously unavailable to the masses. November (2010-Curriculum 21) poses the question, “What if we transform teaching and learning to adapt to the powerful tools many children are learning to use today?” Students could collaborate by using such tools as: screen cast tutorials of problem-solving, computer-based note taking (“scribe-for-the-day”), or using Skype as a vehicle to establish and maintain working relationships via the Internet with classrooms around the world. November (2010 -Curriculum 21) elaborates further by stating this is the time to use elements of the tools that children already know and use, and provide them with appropriate mentors of how to use them to make contributions to our school and the world beyond.

By incorporating prior knowledge with new skills and information, when called on, research indicates that students will be able to make connections to previous lessons that were retained. Real world opportunities and the countless technological tools and resources available to students will continue to improve ways to enhance the curriculum and integrate knowledge in all academic areas (Willingham, 2001).

Primary grade students have many opportunities to integrate and expand their knowledge through cross-curriculum units such as the “gingerbread boy” projects. In this project, the students measure ingredients, learn safety practices, and then track the runaway cookies via postcards as they travel the US. Other examples are: 1) God’s gifts/thematic units/senses/farm unit 2) baby chicks unit involving calculating incubation dates, measuring temperature, learning about care and writing about their findings and actual care and 3) the Apple/Pumpkin unit incorporating math, science including dissecting, literature, geography and life cycles. Special holiday units give the students opportunities to utilize such disciplines as read-aloud, web field trips, art projects, drama presentations, meal creations, tracing the voyage of the pilgrims and making connections with the Native Americans.

Intermediate grade students produce science projects which relate to everyday living. After field trips to local areas of interest, they recreate the city of Jacksonville on the blacktop using student

made models of buildings, landmarks and important geographical sites. Global communities are investigated through a variety of projects and global volunteerism is explored through communication with a Peace Corp representative. Throughout the year, students create volunteer projects, both global and for the local community. Students compare and contrast their customs to those of Spanish speaking countries and further explore cultural diversity through “Village of Sabana Grande”. Science and other specific research projects afford many opportunities for the students to utilize multiple research skills learned in the library.

Middle school students tie current events to geography by utilizing maps and global websites as well as linking them to historical events. The Holocaust project allows students to meet survivors and listen to their personal accounts, read stories in literature set in the era of Nazi Germany, and conduct research and write a paper for English class. Art and creative writing come together in various other projects throughout the year. A special cross-curriculum space science unit culminates with the entire middle school taking a field trip to NASA where they not only tour the vast facilities, but also participate in experiments/experiences and meet with an astronaut. In mathematics, students investigate the current stock market, “buy and sell” stocks, and keep daily records of their progress and utilize technology to play “Labyrinth”, a game incorporating pre-algebra and algebra skills.

Communication Skills

The ability to effectively communicate affects the way students learn and interact with others. Communication is more than just conveying knowledge or information from one person to another. It is a two-way street in which the person who is not talking is also active. He or she is active in the task of listening. The goal of communication is the integration of a variety of communication forms to transmit the message with clarity and purpose. Today’s students often prefer to use digital software instead of traditional pen and paper. The frontal lobe of their brains, which involves such activities as motor function, problem solving, spontaneity memory, judgment, etc. (TBI Resource) are stimulated with video games, televisions, cell phones, and the like. This type of stimulation is said to be a common cause of “boredom in the classroom” because students see the traditional methods of communicating the curriculum as irrelevant to how they learn. Today’s teachers are challenged with making standard curriculum exciting and relevant to students who have instant access to whatever they want to learn on their own. (Sheskey, 2010)

SPCS teaches communication skills from the very start. In the primary grades students learn to effectively communicate through group activities. During these activities it is necessary for students to listen and respond, take turns, role play, re-tell a story, and ask and answer questions. Good listening and communicating skills are reinforced all day long, as this is a major part of teaching children how to succeed in school.

Students in the intermediate grades continue these same strategies on a more advanced level. A spokesperson may be chosen for a group project or to actually teach a concept to their peers. Students also start to use their skills in reading, listening, and observing to interpret and evaluate mathematical ideas or to come up with scientific conclusions.

Middle school students are taught to use their advanced communication skills to give presentations that are clear, purposeful, and creative. These presentations are often coupled with the technologies available including the mobile laptop lab. Students produce written communication through essays, original poetry, and a student made newsletter, the “Warrior Word”. All middle school students participate in the Modern Woodmen Oratory Contest which provides them with the opportunity for speech preparation and delivery as well as meeting with members of the community who belong to the Toastmasters Club. Throughout these years the students utilize computer technology to create and present PowerPoint and Smart Board presentations. Seventh graders are part of a mentoring buddy program. Students must adjust their communication skills to suit a younger audience. Students also take leadership roles in the SGA, make topical presentations to the younger classes, and lead morning and afternoon announcements and prayers.

Thinking and Reasoning Skills

Thinking and reasoning skills refer to the human capacity to think in conscious ways in order to achieve certain purposes or outcomes (Fisher, 2006). These skills include: remembering, questioning, goal setting, reasoning, interpreting, analyzing, evaluating, inferring, and explaining. Also included is metacognition or knowledge of oneself, one’s biases and emotions, and how one learns. (Claxton 2002) The goals are: gathering and using information, using multiple strategies, and generating new ideas.

It is through the basics (math, science, literature, etc.), and these higher order thinking skills that one investigates the world, solves problems and makes judgments. Countries around the world are recognizing that this range of competencies are needed to prepare today’s students to fulfill human potential, to meet the demands of the workplace, to become active citizens, and to function and lead in an unpredictable future. Information is expanding at such a rate the individuals cannot store adequate knowledge in their memories for future use. Therefore, these higher order thinking skills are required. According to Fisher, (2006), ‘A thinking skills approach’ will enable learners to develop an awareness of themselves as thinkers and learners. Further, practicing these strategies and developing habits are necessary for lifelong learning.

The challenge that faces today’s teacher and parents is preparing students for a future in a world that is rapidly changing. New information is created constantly and partnerships are being developed across global boundaries. To successfully prepare for this changing world, school must incorporate new digital tools to enhance learning experiences. Students must be exposed to tools: 1) that help them create novel ideas and be able to edit and publish their ideas to wide audiences 2) that engage them in collaborative as well as competitive dialogue 3) which help them develop task management skills in order that they can collaborate across classrooms, schools, communities, and countries and 4) which help them sort through the incredible amount of information available, but also help them to choose select what is useful. (Ferriter and Garry, 2010)

In SPCS, the primary grade students demonstrate the use of these skills while using centers and manipulatives to stimulate learning, using *Smart Board* technology with lessons to bring interactive manipulatives into the classrooms, participating in whole group, small group and

individually designed lessons and assessments addressing multiple learning styles, and participating in field trips and experiencing visitors from the community.

In the intermediate grades, technology such as *Smart Board* supports active learning concepts in all subject areas. Virtual dissections in anatomy are an example of such implementation. Creating science experiments give students a hands-on approach using the scientific method. Utilizing alternative forms of assessment such as the Smart Response receivers provide teachers and students with immediate feedback.

Students in Middle School exercise multiple learning strategies through creative math projects such as the M&M and the Smile Metric Style projects and are given independent learning opportunities with science projects and Battle of the Books, AR and AM. These students also use the Smart Response receivers for feedback and assessment as well as a portable “classroom” of laptop computers for research and global exploration. Awareness of the greater community is the result of extensive service projects reaching into the community outside of St. Paul’s while multicultural projects, Spanish club and the Spanish Mass afford extended opportunities for investigation of foreign lands and languages.

Interpersonal Skills

Interpersonal skills are those social skills used when interacting with others. Good social skills are critical to academic success in school and in personal success in life (NASP, 2007). In the context of students, it is the students’ ability through experience and training to function well with each other. Throughout their time at St. Paul’s Catholic School, students are encouraged to develop their interpersonal skills by working with fellow students, providing help to classmates, learning to resolve conflicts with others, demonstrate respect for others with good manners and polite behavior, and serve as mentors to younger students.

Developing classroom communities of respect will contribute to a successful learning environment (Tomlinson 2006). St. Paul’s teaches students how to avoid conflicts as well as how to resolve conflicts with others. Through various aspects of classroom curriculum coupled with school-wide efforts, students are shown what good manners and respect for others look like. Most recently, the incorporation of our “Manners Minute” program during morning announcements gives students concrete examples of polite behavior and good manners on a daily basis. Our full-time school psychologist provides lessons in conflict resolution, how to identify and name feelings, respect and empathy for self and others, as well as, anti-bullying techniques across all grade levels.

Teachers in the classroom on all grade levels have students work in small groups, teams, or with a partner on academic assignments and projects. Groups may be selected randomly or by ability. There are a variety of classroom activities where students introduce and describe themselves through writing, art, and/or role play. Resource classes such as choir, drama, art, PE computer, media, and library offer even more opportunities to work or perform as a team, with a group, or partner. After-school programs incorporating these skills include team sports, Odyssey of the Mind, and band are also available.

Students take on leadership roles through such organizations as Girl Scouts and Boy Scouts, Student Government Association, Spanish Club, and Safety Patrol. Older students mentor younger ones as “buddies” to our kindergartners and as NJHS tutors.

It is also important that the teachers develop these skills in order to teach students how to interact with others (Grieve, 2010). Collegiality is strongly encouraged at SPCS. Teachers meet regularly as department members, attend conferences with colleagues, and participate in various social events as a faculty.

Personal and Social Responsibility

*“To become responsible, students must learn to take responsibility.
However, they cannot take responsibility if they are not given some responsibility.”*
- Don Heelison, 1996

A student’s ability to demonstrate personal responsibility is reflected in their personal values of honesty, respect for self, the diverse perspective of others, strong work ethic, integrity, character, and moral standards that reflect Christian beliefs. A student’s demonstration of social responsibility is exhibited in their ability to recognize the needs and interests of the larger community, to work productively within a team, to demonstrate leadership abilities, to exercise self-control, to adapt to varied roles and responsibilities, and to show, in both word and action, compassion and generosity for those less fortunate.

Beginning in early adolescence, “there is also a developmental and social shift away from external control by parents and other adults as youth begin to internalize and make their own decisions.” (National Research Council and Institute of Medicine, 2006).

Students begin to “use logic and reasoning, plan ahead, solve problems and understand the long-term consequences of actions” (National Research Council and Institute of Medicine, 2006). St. Paul’s Catholic School exists not only to provide an outstanding academic foundation, but also to build a well-rounded individual grounded in faith. St. Paul’s is a safe environment where students can assume the risks of taking responsibility.

In the primary grades, students learn that their work is not complete until the supplies are cleaned up and stowed in the proper basket. They learn the art of packing and unpacking and of filing their work in the proper mailboxes. Student responsibilities, such as table captains, student assistant, etc. are assigned weekly. Students learn that they, not their parents, are responsible for their homework. In the classroom they learn to take care of their own work and not to disturb others. In addition, the students learn to follow classroom rules and to cooperate with others on the playground. The teachers use positive incentive rewards including sticker charts and “lucky duck” to encourage development of intrinsic appreciation for doing one’s best.

During the intermediate grades teachers expand upon these strategies, reinforcing the concept of respect for others, self and property by modeling these behaviors and by acknowledging the demonstration of these behaviors in students. Group work such as proofreading buddies is utilized for writing activities. D.A.R.E. serves as a valuable resource for providing opportunities for role playing peer pressure strategies.

Middle school students learn and utilize goal setting as a means of exercising personal and social responsibility. Students are aware that they have sole responsibility of completing their work in a thorough and timely manner. They are cognizant that the results of their efforts and work ethic are irreparably tied to their choices. These students learn to search for and utilize available resources in the completion of their academic tasks. Students utilize goal setting, student planners, and academic calendars to complete tasks. Students hone their skills as they take on daily tasks and long term projects such as literature circles projects, science projects or quarterly, midterm or final exams. Students acquire and practice the skill of teamwork to achieve common goals in academic arenas as well as service arenas. St. Paul's students graduate with a strong foundation in both personal and social responsibility that is reflected in their successful experiences at the high school level and beyond.

3. Analysis of Student Performance Data

Student performance data was evaluated and reviewed by the Area 1 committee members. The summary provided in Area 1 of this document provided a concise analysis of the ITBS yearly administered test results for the Area 3 report. This standardized academic evaluation measure revealed St. Paul's students' academic achievement percentiles fall within the top tenth percentile when compared with schools in the standardization sample. Additional detailed analysis of each student's achievement battery reveals a profile of a student's areas of strength and weaknesses. Those areas falling below the 60th percentile become the focus of specific intervention and individualized/small group remediation efforts.

4. Review of the Mission and Beliefs Statements

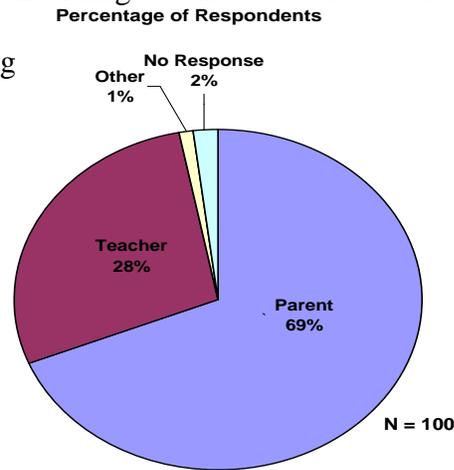
In addition to reviewing the data derived in Areas 1 and 2, the committee also reviewed the revised mission and beliefs statements and the related Florida Catholic Conference Accreditation Standards in Section C.

5. School Community

The community was educated and oriented to the educational research on student learning expectations, the Seven Goals for Student Learning, and salient points of the School Profile and Mission and Beliefs Statements in town hall style meetings held the morning and evening of November 18, 2010. During these meetings with stakeholders, administration and school staff presented via *PowerPoint* the seven school-wide goals for student learning. Each research committee also presented a summary of current research available in the literature for the seven goals for student learning, as well as, examples of how these goals are manifested in the classroom environment at the primary, elementary and middle school levels. The presentation also included discussion regarding future trends in educational practices in relation to the seven goals and the ever changing workplace expectations for students. The stakeholders were provided with a summary chart of research within each of the seven goals and examples (See Area 3, Appendix pgs. 147-152).

6. Data Collection

The Area 3 Survey of the Seven Goals for Student Learning was made available for completion November 19 – December 2, 2010. The survey was available online immediately after the evening meeting with those stakeholders in attendance. AdvancEd® receives the survey responses electronically and generates statistical tables and charts which are subsequently reviewed, analyzed, and summarized by team members. The goal of survey administration was to better understand the perceptions of the stakeholders in regards to the students’ performance, professional practices and best learning approaches, and to identify the school’s desired results for student learning.



a. Survey Details

The Survey of the Seven Goals for Learning is comprised of two areas: Part One is Level of Student Achievement and Part Two is Level of Priority for Improvement. Parts One and Two contain six topics: Learning-to-Learn Skills, Expanding and Integrating Knowledge, Communication Skills, Thinking and Reasoning Skills, Interpersonal Skills and Personal and Social Responsibility. Participants were asked to provide responses to the 48 survey items on a five point Likert-type scale. For Part One: Level of Student Achievement, there were 24 items requiring a response. The Likert scale ranged from 0 to 4 with the following response categories provided:

FCC Survey of Seven Goals for Student Learning	
Part One: Level of Student Achievement	
Value	Response Categories Questions 1-24
4	Exemplary level of achievement
3	Fully competent level of achievement
2	Evidence of some progress but not fully competent
1	Low level of achievement
0	No evidence of achievement

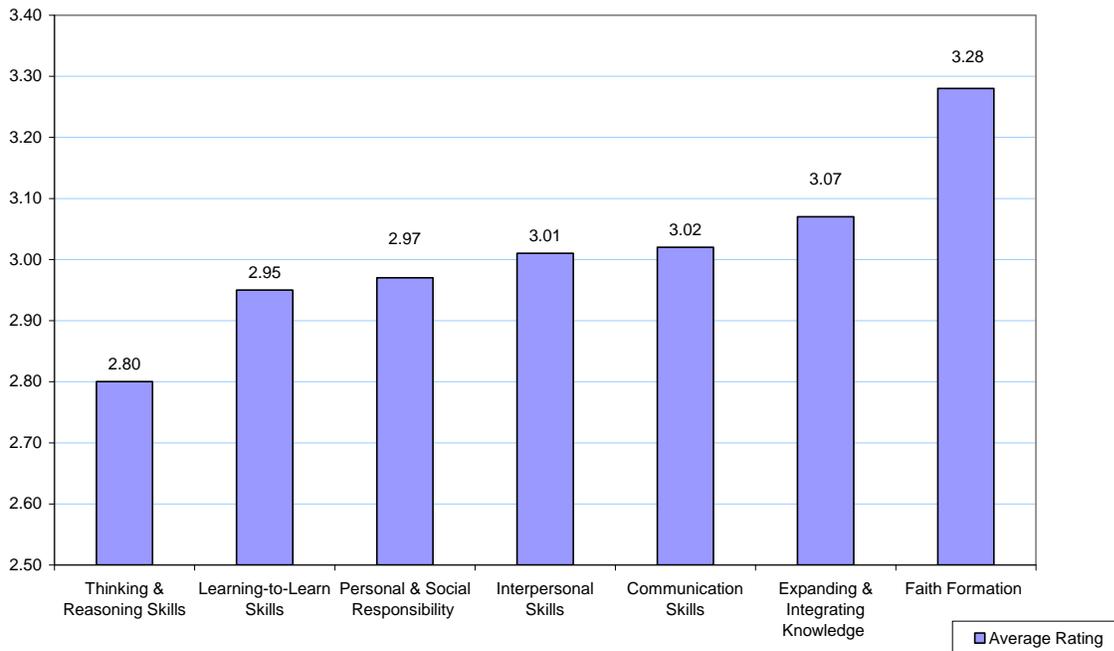
b. Survey Results

The results were prioritized within each of the Goals for Student Learning, as well as prioritizing the Goals themselves, and this was shared with the faculty. Charts and graphs were produced to aid in the analysis of the results of the Area 3 survey. These results, as well as the opinion survey of Area 1 and 2, faculty input and St. Paul’s Mission and Beliefs Statement identified the areas where improvement is desired.

c. Strengths and Weaknesses of Student Learning Performance

On the FCC Survey of Seven Goals for Student Learning – Level of Student Achievement for each of the seven goals or topic areas ranged low to high (i.e., Rating Range 0: Lowest - 4: Highest) with Thinking and Reasoning Skills being the lowest average at 2.80, some progress but not fully competent to the highest average being Faith Formation at 3.28, fully competent level of achievement. See Part One: Level of Student Achievement for the topic averages for each of the seven goals as reported by shareholders surveyed.

**FCC Survey Of Seven Goals for Student Learning
Part One: Level of Student Achievement - Topic Averages**



An analysis of the data indicates ***Faith Formation*** (3.28), ***Expanding and Integrating Knowledge*** (3.07) and ***Communication Skills*** (3.02) were rated as the greatest areas of strength for student achievement. These scores were derived as an average of all stakeholder participants. Within each of these three major areas or goals for student learning identified by survey respondents as overall strengths for St. Paul’s Catholic School, the individual items reflecting student strengths were reported as follows:

Individual Items Within the Three Areas of Greatest Strength	Average Rating	Goal of Student Learning
13. Students integrate the use of a variety of communication forms and use a wide range of communication skills.	3.09	Communication
10. Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.	3.12	Expanding & Integrating Knowledge
9. Students connect knowledge and experience from different subject areas.	3.12	Expanding & Integrating Knowledge

School Improvement Plan 2011: Area 3 Desired Results for Student Learning

5. Students make a commitment to Christian service.	3.16	Faith Formation
3. Students apply their faith and Christian values to their lives.	3.17	Faith Formation
2. Students demonstrate knowledge of the Catholic faith and traditions.	3.33	Faith Formation
1. Students understand God's role in their lives.	3.35	Faith Formation
4. Students recognize the value and dignity of all human life.	3.40	Faith Formation

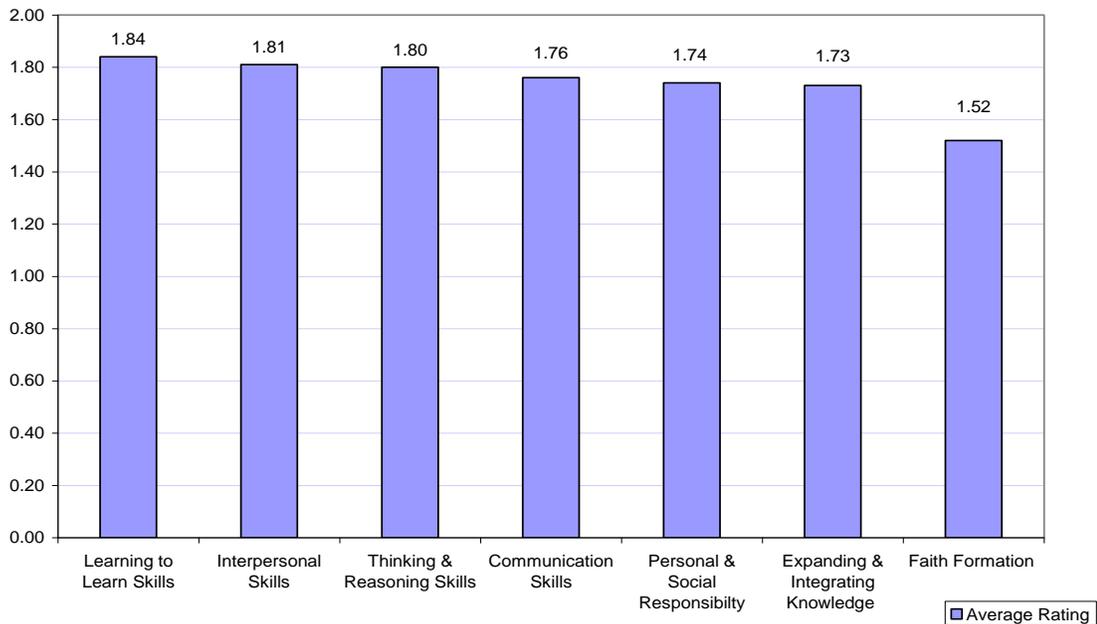
It should be noted that individual item number 18: Students work with others in a variety of situations to set and achieve goals (3.32 average rating) was rated as an individual strength falling within the Interpersonal Skill Goal of Student Learning – Achievement. This individual item mentioned for the purposes of this report but omitted from the figure above as it is not among the three major areas targeted as an overall strength on this survey. It is however worthy of noting as an individual strength as St. Paul’s has spent a great deal of time working on goal setting within the classroom environments through specific lessons as well as daily and long term planning activities across the grade levels. In addition, weekly study skills instruction provided by our reading resource teacher addresses the needs of individual students struggling in this particular area.

For Part Two: Priorities for Improvement, there were 24 items requiring a response from the participant. The Likert scale ranged from 1 to 4 with the following response categories provided:

FCC Survey of Seven Goals for Student Learning Part Two: Priorities for Improvement	
Value	Response Categories Questions 25-48
4	Greatest need for improvement
3	Needs improvement
2	Needs some improvement
1	Needs little or no improvement

The FCC Survey of Seven Goals for Student Learning – Priorities for Improvement for each of the seven goals or topic areas ranged low to high (i.e., Rating Range 4: Lowest: Greatest need for improvement - 1: Highest: Needs little or no improvement) with Learning-to-Learn Skills showing the greatest need for improvement with an average score of 1.84, to the highest average being Faith Formation ranging between needs little or no improvement to needs some improvement with an average score of 1.52. Below is a chart for Part Two: Level of Priority for Improvement with all the topic averages for each of the seven goals as reported by shareholders surveyed.

**FCC Survey of Seven Goals for Student Learning
Level of Priority for Improvement - Topic Averages**



An analysis of the data indicates *Learning to Learn* (1.84), *Interpersonal Skills* (1.81) and *Thinking and Reasoning Skills* (1.80) were rated as the greatest areas of weakness and targeted by the FCC Survey of Seven Goals for Student Learning as Priorities for Improvement. Within each of these three major areas or priorities for improvement for student learning identified by

survey respondents, there are individual items in greatest need of improvement. These individual items were reported as follows:

Individual Items Within the Three Areas of Greatest Weakness – Priority for Improvement	Rating	Goal of Student Learning
31. Students use a variety of learning strategies, personal skills, and time management skills to enhance learning.	1.81	Learning to Learn
43. Students manage and evaluate their behavior as group members.	1.85	Interpersonal Skills
41. Students generate new and creative ideas by taking considered risks in a variety of contexts.	1.86	Thinking & Reasoning
32. Students reflect on and evaluate their learning for the purpose of improvement.	1.96	Learning to Learn
44. Students deal with disagreement and conflict caused by diversity of opinions and beliefs.	1.97	Interpersonal Skills

It should be noted that individual item number 46: Students respect themselves and others, and understand and appreciate the diversity and interdependence of all people (1.86 average rating); item number 36: Students communicate with clarity, purpose, and understanding of audience (1.84 average rating); item number 35: Students demonstrate integrated knowledge and skills in applying multi-disciplinary approaches to solving problems or completing tasks (1.83 average rating) were reported as additional individual weakness falling within the Personal and Social Responsibility, Communication, and Expanding and Integrating Knowledge areas for Goals of Student Learning Priorities for Improvement, respectively. These individual items are mentioned for the purposes of this report but omitted from the figure above as they did not fall among the three major areas targeted as overall priorities for improvement on this survey. It is important to note these individual items as additional items for improvement as they are the focus of our revised mission and beliefs statement (see Area 2) and therefore must be addressed in St. Paul’s Action Plan. Please note that a review of the entire results of the FCC Survey of Seven Goals for Student Learning will provide a clearer representation of stakeholder perceptions (See Area 3 Appendix pgs. 153-155).

Areas of Strength in Student Performance

Part 1: Student Achievement FCC Survey of Seven Goals for Student Learning

Area of Strength	Item	Rating	Documentation
Faith Formation	Item #4. Students recognize the value and dignity of all human life.	3.40	<p>Faith formation survey result average rating was 3.40 with 88% of respondents rating item 4 as a strength.</p> <p>All students are provided with yearly presentation regarding respect life.</p> <p>Students also participate in a diocesan sponsored Respect Life essay and poster contest.</p> <p>97% of students believe each child is unique child of God. (Area 2-School Beliefs Inventory-Student)</p> <p>Informal shareholder feedback in the survey open-ended items indicates as strength: "Respect is an important attitude here and understanding that all people are different and acceptance of others as they are."</p>
	Item #1. Students understand God's role in their lives.	3.35	<p>Faith formation survey result average rating was 3.35 with 89% of respondents rating item 1 as a strength.</p> <p>96% of students and parents believe Christian formation is at the heart of Catholic education (Area 2-School Beliefs Inventory-Student and Parent)</p> <p>Sunday Mass attendance rose from 38% to 74%(Desired Results for Student Learning Follow-up Survey 2004/2009)</p> <p>Students participate in student-led morning and afternoon prayers, special intentions and special class services.</p> <p>Informal shareholder feedback in the survey open-ended items indicates as strength: "Catholic values are evident</p>

Faith Formation Continued			daily and in all areas of the school.”
	Item #2. Students demonstrate knowledge of the Catholic faith and traditions.	3.33	<p>Faith formation survey result average rating was 3.33 with 92% of respondents rating item 2 as a strength.</p> <p>100% of parents believe the curriculum furnishes instruction in Catholic faith and values that are integral to the school program. (Area 2-School Beliefs Inventory-Parent)</p> <p>All students, grades K-8, say the Rosary each morning during the month of October and participate in the living Rosary at the end of the month. During Lent students pray the Stations of the Cross weekly. All students celebrate the Liturgy as a school community each week.</p> <p>Informal shareholder feedback in the survey open-ended items indicates as strength: “Ending the school week with Mass is wonderful for the kids and families.”</p>
	Item #3. Students apply their faith and Christian values to their lives.	3.17	<p>Faith formation survey result average rating was 3.17 with 86% of respondents rating item 3 as a strength.</p> <p>98% of parents believe the school reflects the integration of Catholic faith and values with learning and life. (Area 2-School Beliefs Inventory-Parent)</p> <p>89% of students follow Warrior Code of Honor(Desired Results for Student Learning Follow-up Survey 2004/2009)</p> <p>Percentage of teachers participating in outside ministries rose from 19% to 63%--Teachers serving as role models. (Instructional Effectiveness Follow-up Survey 2004/2009)</p>

<p>Faith Formation Continued</p>			<p>100 % of second and eighth grade students participate in sacramental preparation; All students participate in individual classroom prayer sessions, and individual prayer for special intentions.</p> <p>Informal shareholder feedback in the survey open-ended items indicates as strength: “The students are eager to help those in need and give their time, money or other things to help.”</p>
	<p>Item #5. Students make a commitment to Christian service.</p>	<p align="center">3.16</p>	<p>Faith formation survey result average rating was 3.16 with 82% of respondents rating item 5 as a strength.</p> <p>100% of students participate in school-wide and individual class service projects including Thanksgiving baskets, USO Christmas gifts, St. Vincent De Paul, Catholic Charities food pantry, Haitian relief efforts, St. Anthony’s Orphanage Penny Drive, The Heifer project, Beaches Habitat for Humanity, Mendenhall Scholarship Fund, Camp I Am Special, Wounded Warrior Project, Hoopla For G.O. D., Community Connections, and the Holy Rosary Art Festival.</p> <p>Emphasis has been placed upon “active” service projects</p> <p>Service to school/parish rose from 28% to 76% (Desired Results for Student Learning Follow-up Survey 2004/2009).</p>
<p>Expanding & Integrating Knowledge</p>	<p>Item #9. Students connect knowledge and experience from different subject areas.</p>	<p align="center">3.12</p>	<p>Expanding & Integrating Knowledge survey result average rating was 3.12 with 82% of respondents rating item 9 as a strength.</p> <p>100% of students, grades 5-8, create science experiments and conduct labs which relate to everyday labs</p>

<p>Expanding & Integrating Knowledge Continued</p>			<p>97% of parents believe that students apply their learning in meaningful ways. (Area 2-School Beliefs Inventory-Parent)</p> <p>Primary students learn through cross-curricular projects. Middle school students tie current events to historical events. Students explore global communities with Peace Corp representatives.</p> <p>Informal shareholder feedback in the survey open-ended items indicates as strength: “They are also aware of the world around them and how they will be the next generation to have to improve our world.”</p>
	<p>Item #10. Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.</p>	<p>3.12</p>	<p>Expanding & Integrating Knowledge survey result average rating was 3.12 with 80% of respondents rating item 10 as a strength.</p> <p>Special cross-curriculum space science unit culminates with a field trip to NASA and includes participation in experiments with and experiences with astronauts.</p> <p>Informal shareholder feedback in the survey open-ended items indicates as strength: “Students apply what they have learned in school to other areas of their lives.”</p> <p>100% of students, grades 6-8, utilize technology(mobile lap tops) in long term assignments</p> <p style="text-align: center;"><u>2009-10: Pre/post assessments</u></p> <p>Gr. 3 Reading 18% average increase. Math 122% average increase.</p> <p>Gr. 4 Reading-13% average increase. Math - 78% average increase.</p>

			Gr. 5 Reading-5.5% average increase. Math 26% average increase
Communication	Item #13. Students integrate the use of a variety of communication forms and use a wide range of communication skills.	3.09	<p>Communication survey result average rating was 3.09 with 82% of respondents rating item 13 as a strength.</p> <p>100% of teachers and 75% of students felt up to date technologies are used to help students learn. (Area 1-Teacher Opinion Survey)</p> <p>Primary grade students learn to effectively communicate through group activities involving listening, responding, taking turns and role playing. Intermediate and middle school students continue these strategies at an advanced level utilizing these skills in reading, listening, interpretation and evaluation. Middle school students make presentations using technology available at school.</p> <p>Informal shareholder feedback in the survey open-ended items indicates as strength: "It is also exciting to see the continued learning experiences in technology. The smart board and individual lap tops are great!"</p>
Interpersonal Skills	Item #18. Students work with others in a variety of situations to set and achieve goals.	3.23	<p>Interpersonal Skills survey result average rating was 3.09 with 82% of respondents rating item 18 as a strength.</p> <p>All seventh graders participate in a mentoring program with younger students. Middle school students make topical presentations to younger students on character education traits.</p> <p style="text-align: center;">Goal Setting: Reading Results for target students (Students scoring 60% or below on ITBS in Reading)</p>

<p>Interpersonal Skills Continued</p>		<p>Gr. 4: 25% of target students tested out 16% showed improvement</p> <p>Gr. 5: 50% of target students showed improvement</p> <p style="text-align: center;">Goal Setting: Math</p> <p>Gr. 4: 38% of target students tested out 18% showed improvement</p> <p>Gr. 5: 25% of target students tested out 50% showed improvement</p> <p>Since goal-setting for math & reading was implemented for students targeted 60% & below on ITBS in 2007, there have been no failures for the year in grades 3-8.</p> <p>80% of students attended help sessions in comparison to 50% in 2004. (Desired Results for Student Learning Follow-up Survey 2004/2009)</p> <p>80% of students track their own progress (Desired Results for Student Learning Follow-up Survey 2004/2009)</p> <p>Grade 1 2005- 1,205 books with 91% accuracy 2009-2,157 books with 92% accuracy.</p> <p>85% of students utilize the opportunity to set goals in the classroom (Desired Results for Student Learning Follow-up Survey 2004/2009)</p> <p>“This school incorporates a sense of community within the curriculum that helps students see themselves as a part of something much bigger than just their school.”</p>
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Areas of Weakness-Priorities for Improvement in Student Performance
Part 2: Student Achievement FCC Survey of Seven Goals for Student Learning

Area of Weakness	Item	Rating	Documentation
Interpersonal Skills	Item #44. Students deal with disagreement and conflict caused by diversity of opinions and beliefs.	1.97	<p>Interpersonal Skills survey result average rating was 1.97 with 80% of respondents rating item 44 as a weakness.</p> <p>65% of teachers, 70% of students, and 57% of parents felt that there is a problem with bullying at SPCS. (Area 1-Opinion Survey-Teacher/Student/Parent)</p> <p>20% of guidance referrals were for bullying issues.</p> <p>There is no school wide anti-bullying program in place.</p> <p>There is no school wide program to promote global awareness and environmental issues</p> <p>83% 8th graders & 65% of 5th Graders considered bullying, teasing and name calling a problem (2006-07 ACRE Survey)</p> <p>62% of 8th Graders and 32% of 5th Graders considered fighting a problem (verbal and/or physical) (2006-07 Acre Survey)</p> <p>Informal shareholder feedback in the survey open-ended items indicates as weakness: “We need to continue to work on anti-bullying lessons and making sure that students and teachers BOTH understand what bullying looks like (consistent views).”</p> <p>Interpersonal Skills survey result</p>

<p>Interpersonal Skills Continued</p>	<p>Item #43. Students manage and evaluate their behavior as group members.</p>	<p>1.85</p>	<p>average rating was 1.85 with 86% of respondents rating item 43 as a weakness.</p> <p>Recess monitors indicate student’s inability to organize and resolve conflicts during unstructured recess time.</p> <p>There is no type of student advisory board for disciplinary issues.</p> <p>The majority of stake holders believe that conflict resolution is still an issue and students still seem to be having difficulty exercising good conflict resolution techniques even though the following actions have been taken: (Desired Results for Student Learning Follow-up Survey 2004/2009)</p> <ul style="list-style-type: none"> • 2007-10 Guidance counselor created lesson plans to emphasize effective conflict management strategies. • 84% of students now feel good conflict resolution programs are now offered. • 85% of students now feel comfortable reporting issues to guidance counselor • While the 2004 survey indicated that 50% of students stopped a peer from doing something wrong, the 2009 survey showed 77% of students had stopped a peer from doing something wrong. <p>Informal shareholder feedback in the survey open-ended items indicates as weakness: “Students need to be more polite and respectful, need to be held accountable for bad behavior.”</p>
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Learning to Learn Skills	Item #32. Students reflect on and evaluate their learning for the purpose of improvement.	1.96	<p>Learning to Learn Skills survey result average rating was 1.96 with 81% of respondents rating item 32 as a weakness.</p> <p>46% of students do not see a relationship between what they are studying and their everyday lives. (Area 1-Student Opinion Survey)</p> <p>2004 survey showed 25% of students took time to review assignments before submitting to teacher while 2009 showed only 28% reviewed assignments resulting in little or no change. (Dsired Results for Student Learning Follow-up Survey 2004/2009)</p> <p>Informal shareholder feedback in the survey open-ended items indicates as weakness: “Student self motivation to do best work.”</p>
	Item #31. Students use a variety of learning strategies, personal skills, and time management skills to enhance learning.	1.81	<p>Learning to Learn Skills survey result average rating was 1.81 with 88% of respondents rating item 31 as a weakness.</p> <p>35% of all detentions (2010) were for incomplete long term assignments.</p> <p>28 students, grades 6-8, have received Saturday school warnings for 2010-11 school years for academic issues. (Failure to complete assignments)</p> <p>62% of students, grades 5-8, do not utilize Edline to view and plan course work.</p> <p>Informal shareholder feedback in the survey open-ended items indicates as weakness: “Retention of knowledge and use in new problems.”</p>
Thinking & Reasoning Skills	Item #41. Students generate new and	1.86	Thinking & Reasoning Skills survey result average rating was 1.86 with 86%

	<p>creative ideas by taking considered risks in a variety of contexts.</p>		<p>of respondents rating item 41 as a weakness.</p> <p>47% of students feel their decisions are not considered when important school decisions are made. (Area 1-School Opinion Survey-Student)</p> <p>43% of parents do not feel that the school offers learning opportunities to support the full range (gifted) of student abilities. (Area 1-School Opinion Survey-Parent)</p> <p>The majority of teachers observe that students hesitate to answer open-ended discussions.</p> <p>Informal shareholder feedback in the survey open-ended items indicates as weakness: "...each subject is taught individually without making connections across the curriculum. It would be wonderful to see the students up and in constant thinking motion, working with others to create, analyze and discuss different lessons/projects."</p>
<p>Personal & Social Responsibility</p>	<p>Item #46. Students respect themselves and others, and understand and appreciate the diversity and interdependence of all people.</p>	<p>1.86</p>	<p>Personal & Social Responsibility survey result average rating was 1.86 with 83% of respondents rating item 46 as a weakness.</p> <p>38% of students do not feel that all students and staff are treated respectfully. (Area 1-Student Opinion Survey)</p> <p>The average number of guest speakers/lecturers used in classroom decreased from 2.8 a year to 1.8. (Desired Results for Student Learning Follow-up Survey 2004/2009) This reflects a need for connection between what is taught in the classroom to the outside world.</p>

			<p>Percentage of students showing respect toward assistants, custodians and cafeteria workers declined from 69% to 54% (Desired Results for Student Learning Follow-up Survey 2004/2009)</p> <p>Informal shareholder feedback in the survey open-ended items indicates as weakness: “Self-discipline and lack of personal responsibility.”</p>
Communication	Item #36. Students communicate with clarity, purpose, and understanding of audience.	1.84	<p>Communication Skills survey result average rating was 1.84 with 88% of respondents rating item 36 as a weakness.</p> <p>ITBS scores in Language Arts reflect a weakness across all grade levels particularly in capitalization, punctuation and usage (See Area 1, Appendix pgs. 79-82)</p> <p>There is no school wide writing program or emphasis on writing improvement.</p> <p>On average, 15% or less of instructional time is dedicated to formal writing.</p> <p>Informal shareholder feedback in the survey open-ended items indicates as weakness: “Students learning how to write research based papers.”</p>

d. Desired Results

The following goals for improvement in student learning were drafted by the Area 3 committee members in consultation with teachers, staff, and administration, and in compliance with the Florida Catholic Conference Principles and Standards, Area C: Program of Learning.

7. Priorities for Improving Student Learning Performance

a. List of Priorities

- Students are expected to manage and evaluate their behavior as group members resolving conflict accordingly.

- Students are expected reflect on and evaluate their learning for the purpose of continual improvement.
- Students are expected to explore and utilize a variety of learning strategies, study skills, and organizational techniques to improve overall academic performance.
- Students are expected to maximize leaning opportunities by confidently developing and sharing creative ideas and by taking considered risks in a variety of contexts.
- Students are expected to respect themselves and others and to see the world as a global community respectful of diverse cultures, opinions, and beliefs
- Students are expected to speak and write with clarity, purpose, and proper use of grammatical mechanics.

b. Prioritized list

1. Students are expected to respect themselves and others and to see the world as a global community respectful of diverse cultures, opinions, and beliefs
2. Students are expected to speak and write with clarity, purpose, and proper use of grammatical mechanics.
3. Students are expected to maximize learning opportunities by confidently developing and sharing creative ideas and by taking considered risks in a variety of contexts.
4. Students are expected to manage and evaluate their behavior as group members resolving conflict accordingly.
5. Students are expected to explore and utilize a variety of learning strategies, study skills, and organizational techniques to improve overall academic performance.
6. Students are expected reflect on and evaluate their learning for the purpose of continual improvement.

8. Goal Statements for Desired Results for Student Learning

Category	Goal Statement	Baseline Data
Personal and Social Responsibility	Students will respect themselves and others and develop an appreciation for the world as a global community respectful of	Personal & Social Responsibility survey result average rating was 1.86 with 83% of respondents rating item 46 as a weakness. 38% of students do not feel

	<p>diverse cultures, opinions, and beliefs.</p>	<p>that all students and staff are treated respectfully. (Area 1-Student Opinion Survey)</p> <p>The average number of guest speakers/lecturers used in classroom decreased from 2.8 a year to 1.8. (Desired Results for Student Learning Follow-up Survey 2004/2009) This reflects a need for connection between what is taught in the classroom to the outside world.</p> <p>65% of teachers, 70% of students, and 57% of parents felt that there is a problem with bullying at SPCS. (Area 1-Opinion Survey-Teacher/Student/Parent)</p> <p>20% of guidance referrals were for bullying issues.</p> <p>There is no school wide anti-bullying program in place.</p> <p>There is no school wide program to promote global awareness and environmental issues</p> <p>83% 8th graders & 65% of 5th Graders considered bullying, teasing and name calling a problem (2006-07 ACRE Survey)</p> <p>62% of 8th Graders and 32% of 5th Graders considered fighting a problem (verbal</p>
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		<p>and/or physical) (2006-07 Acre Survey)</p> <p>Informal shareholder feedback in the survey open-ended items indicates as weakness: “We need to continue to work on anti-bullying lessons and making sure that students and teachers BOTH understand what bullying looks like (consistent views).”</p>
<p>Communication</p>	<p>Students will speak and write with clarity, purpose, and proper use of grammatical mechanics.</p>	<p>Communication Skills survey result average rating was 1.84 with 88% of respondents rating item 36 as a weakness.</p> <p>ITBS scores in language arts reflect a weakness across all grade levels particularly in capitalization, punctuation and usage (See Area 1, Appendix, pgs. 79-82).</p> <p>There is no school wide writing program or emphasis on writing improvement.</p> <p>On average, 15% or less of instructional time is dedicated to formal writing.</p> <p>Informal shareholder feedback in the survey open-ended items indicates as weakness: “Students learning how to write research based papers.”</p>

<p>Thinking and Reasoning</p>	<p>Students will maximize learning opportunities at all levels of performance and apply multiple learning strategies including online tools and resources to confidently develop and share creative ideas.</p>	<p>Thinking & Reasoning Skills survey result average rating was 1.86 with 86% of respondents rating item 41 as a weakness.</p> <p>43% of parents do not feel that the school offers learning opportunities to support the full range (gifted) of student abilities. (Area 1-School Opinion Survey-Parent)</p> <p>ITBS scores in mathematics reflect a weakness across all grade levels in problem solving/data interpretation (See Area 1, pg. 80.)</p> <p>Students are offered minimal opportunities for advanced academic challenges outside the formal school day. (Competitions, clubs, etc)</p> <p>The majority of teachers observe that students hesitate to answer open-ended discussions.</p> <p>Informal shareholder feedback in the survey open-ended items indicates as weakness: "...each subject is taught individually without making connections across the curriculum. It would be wonderful to see the students up and in constant thinking motion, working with others to create, analyze and discuss different lessons/projects."</p>
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Appendix

	<i>Page No.</i>
Stakeholder Orientation Chart- Seven Goals for Student Learning	147-152
FCC Survey of Seven Goals for Student Learning Results	153-155

Stakeholder Orientation Handout- Seven Goals for Student Learning

LEARNING TO LEARN

- **Complete quality work**
- **Use multiple learning strategies**

The goal of learning to learn is to make students “active vs. passive” participants in their learning. If students take ownership of the lessons, they will recall more details, relate concepts to concepts, and apply critical thinking to problem solving. It is a serious part of student work and when the faculty and staff make it a serious part of their work, students thrive.

<i>Primary</i>	<i>Intermediate</i>	<i>Middle School</i>
-Use centers and manipulative to stimulate learning. -Incorporate smart board technology with lessons to bring interactive manipulative into the classroom. -Participate in whole group, small group, and individually designed lessons and assessments addressing multiple learning styles. -Participate in field trips and experience classroom visitors which bring the community experience into the classroom. -Complete author studies including Brett, Keats, and Carle.	-Utilize technology to support active learning including smart board activities to reinforce concepts in all subject areas. -Utilize Senteo to provide student and teachers with immediate feedback. -Participate in field trips which make history comes alive. -Create science experiments which give a “hands on” approach to the scientific method. -Utilize smart board for anatomy lessons including virtual dissections.-Utilize alternative forms of assessment to show comprehension of story/unit elements.	-Utilize senteo devices to provide data for teachers and immediate results for students. -Complete multicultural projects. -Participate in multiple community service projects increase global awareness. -Utilize classroom laptops for research and global exploration. -Create science projects which provide independent learning and opportunities to explore higher level thinking. -Complete math lessons like the M&M project, discovery lessons, Smile Metric Style utilizing multiple learning strategies.

THINKING AND REASONING

- **Gather and use information**
- **Use multiple strategies**
- **Generate new ideas**

Thinking and reasoning skills refer to the human capacity to think in conscious ways in order to achieve certain purposes or outcomes (Fisher). These skills include: remembering, questioning, planning, reasoning, interpreting, analyzing, evaluating, inferring, and explaining. Also included in these skills is metacognition or knowledge of oneself, one’s biases and emotions and how one learns. (Claxton 2002).

- Enhance story telling using props. -Compare different versions of a story. -Write alternate endings of stories. -Predict, sequence, and investigate -Utilize Venn diagrams. - Create book reports. -Plan how to solve story problems	-Utilize inference, summarizing, and predictions -Analyze information to determine required mathematical operations -Interpret religious concepts and how they relate to us -Evaluate our behaviors and how they relate to what God wants us to do. -Construct science labs and experiments	- Preview books by predicting what it might be about. -Summarize chapters while reading, analyzing characters’ motives. -Discuss biases and emotions intertwined with student news and current events. -Prepare and present student made lesson plans to study for tests. - Create math journals -Collaborate to analyze word problems and explain difficult problems to fellow students. -Compare and contrast customs of Spanish speaking countries with their own.
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COMMUNICATION SKILLS

- Integrate a variety of communication forms
- Communicate with clarity and purpose

The ability to effectively communicate affects the way our students learn and interact with others. Communication is more than just conveying knowledge and information from one person to another; it also requires active listening, comprehension, and interpretation.

<i>Primary</i>	<i>Intermediate</i>	<i>Middle School</i>
<ul style="list-style-type: none"> -Effectively communicate through group activities: listen/respond, role play, take turns, and retell stories. -Share writing works with fellow students. -Make/explain presentations of creative projects to fellow classmates 	<ul style="list-style-type: none"> -Utilize peer teaching -Participate in and lead collaborative learning groups -Listen and observe to interpret and evaluate mathematical and scientific concepts. -Create and present original poetry focusing on all elements of poetic writing. -Present oral presentations on a variety of topics 	<ul style="list-style-type: none"> -Create purposeful and creative oral presentations (President project, mythology dramatizations) -Produce power point presentations -Interpret and explain historical quotations -Compete in Brain Brawl and Battle of the books competitions -Construct student newspaper - Plan and carryout SGA campaigns -Lead guidance activities for lower grades -Compete in oratorical competitions -Model via the 7th grade Buddy Program -Assume school leadership roles as SGA officers -Present original poetry and song -Lead morning and afternoon announcements

EXPANDING AND INTEGRATING KNOWLEDGE

- Connect knowledge across subject areas and with prior experiences
- Demonstrate integrated skills
- Use multidisciplinary approach to problem solving.

Teachers who strive to collaborate and who provide copious opportunities for students to transfer information learned from one subject area to another, are implementing an integrated curriculum that allows for the development of both the academic and social aspects of learning. (Daniels/Bizar 2005)

It is suggested that students should be encouraged to find ways to enhance learning by sharing individual experiences with their classmates through cooperative learning. Real world opportunities and the countless technological tools and resources made available to students will continue to improve ways to enhance the curriculum and integrate knowledge in all academic areas. (Willingham 2001)

<i>Primary</i>	<i>Intermediate</i>	<i>Middle School</i>
<p>-Grow seeds and graph progress</p> <p>-Study cross-curricular units: God’s gifts/thematic units/ senses/farm unit.</p> <p>-Hatch chicks: calculating incubation dates, measuring temperature, writing about caring for chicks.</p> <p>-Create a Gingerbread Boy: measuring ingredients, tracking GB throughout the US via postcards.</p> <p>-Study Apple/pumpkin unit incorporating math, science, literature including dissecting, geography, life (Continued)</p> <p>cycle, seasons, food preparation</p> <p>-Study a particular unit (example-Thanksgiving) by utilizing read alouds, web field trips, art projects, drama presentations, create meals, trace pilgrims voyage, make connections to native Americans.</p>	<p>-Produce science labs which relate to everyday living.</p> <p>-Study other cultures and keys to survival.</p> <p>-Communicate globally with Peace Corp representative</p> <p>-Explore immigration through “Grandfathers Journey”</p> <p>-Create projects on various forms of community and global volunteerism.</p> <p>-Compare and contrast customs of Spanish speaking countries with their own</p> <p>-Recreate city of Jacksonville on blacktop using student (Continued)</p> <p>made models of buildings, landmarks, and important geographical sites.</p> <p>-Explore cultural diversity by through the “Village of Sabana Grande”</p> <p>-Implement multiple skills learned in library science for specific research projects</p>	<p>-Tie current events into geography utilizing maps and global web sites.</p> <p>-Integrate art and writing via pet project, quilt pieces, family shield, Respect Life</p> <p>-Study the Holocaust in Social Studies and write a Holocaust research paper for English, while reading novels set in that era in Nazi Germany.</p> <p>-Observe guest speakers who have survived the Holocaust are invited to share their personal stories with the students.</p> <p>(Continued)</p> <p>-Participate in mandatory speech contest in Language Arts spans the scope of Social Studies in its diverse topics</p> <p>-Study Space science via an integrated cross-curium unit culminating in middle school wide trip to NASA</p> <p>-Create endangered species/social issue papers reports in Science incorporating the writing process.</p> <p>-Stock market project</p> <p>-Research prospective colleges and analyze tuition rates, scholarships, etc.</p>

PERSONAL AND SOCIAL RESPONSIBILITY

- Take responsibility
- Act Ethically
- Respect others
- Appreciate diversity

A student’s ability to demonstrate personal responsibility is reflected in their personal values of honesty, respect for self, and the diverse perspective of others, strong work ethic, integrity, character, and moral standards that reflect Christian beliefs. A student’s demonstration of social responsibility is exhibited in their ability to recognize the needs and interests of the larger community, to work productively with a team, to demonstrate leadership abilities, to exercise self-control, to adapt to varied roles and responsibilities, and to show compassion and generosity for those less fortunate in both word and action. Our school exists not only to provide an outstanding academic foundation, but to build a well-rounded individual grounded in faith.

<i>Primary</i>	<i>Intermediate</i>	<i>Middle School</i>
<p>-Complete activity by clearing, cleaning and stowing supplies properly.</p> <p>-Complete jobs assigned weekly: table captains, student assistant, and various tasks.</p> <p>-Acknowledge that they, not their parents, are responsible for their homework.</p> <p>-Attend to their work and not disturb</p>	<p>-Expand upon primary responsibilities.</p> <p>-Reinforce the concept of respect for others, self, and property by modeling these behaviors and by acknowledging the demonstration of these behaviors in their students and following the Warrior Code.</p> <p>-Collaborate with proofreading buddies for writing activities.</p> <p>-Participate in D.A.R.E., a valuable resource</p>	<p>-Develop intrinsic appreciation for doing one’s best.</p> <p>-Utilize goal setting as a means of exercising personal and social responsibility.</p> <p>-Realize that they have the sole responsibility of completing their work in a thorough and timely manner.</p>

<p>others. -Follow classroom rules and cooperate with others on the playground. -Benefit from teacher's positive reinforcement and enjoy tangible incentives. Develop intrinsic appreciation for doing one's best.</p>	<p>providing opportunities for role playing peer pressure strategies.</p>	<p>-Recognize that the results of their efforts and work ethic are irreparably tied to their choices. -Students learn to search for and utilize available resources in the completion of their academic tasks. -Hone skills with daily tasks and long-term projects such as literature circle projects, science projects or quarterly, midterm or final exams. -Acquire and practice the skill of teamwork to achieve common goals. -Graduate with a strong foundation in both personal and social responsibility that is reflected in their successful experiences at the high school level and beyond.</p>
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INTERPERSONAL SKILLS

- Set and achieve goals
- Evaluate work for purpose
- Work with others

Interpersonal skills are the social skills that we use to interact with other people. Good social skills are critical to academic success in school and in personal success in life. (NASP) In the context of students, it is the students' ability through experience and training to function well with each other. Throughout their time at St. Paul's Catholic School, students are encouraged to develop their interpersonal skills by working with their fellow students, providing help to classmates, learning to resolve conflicts with others, showing respect for others with good manners and polite behavior. Through various aspects of classroom curriculum coupled with school-wide efforts, students are shown what good manners and respect for others look like.

All Grades

- Incorporating daily "Manners Minute" program during morning announcements gives students concrete examples of polite behavior and good manners on a daily basis.
- Providing guidance lessons in conflict resolution, how to identify and name feelings, and anti-bullying techniques across all grade levels.
- Establishing lessons where students must work in groups, teams, or with a partner on academic assignments and projects.
- Providing a variety of opportunities where students introduce and describe themselves through writing, art, and/or role play.
- Integrating additional opportunities in resource classes such as choir, drama, PE, and computer offer students more opportunities to work or perform as a team, with a group, or partner.
- Set and achieve personal goals through both Accelerated Math and Accelerated Reader.
- Providing after-school programs including band, Odyssey of the Mind, and athletics allow multiple opportunities for students to work with others to achieve goals.
- Serving in leadership roles through SGA, Safety Patrol, peer tutors, and 7th grade buddies
- Promoting collegiality among faculty serves as model for students. Teachers meet regularly as department members, attend conferences with colleagues, and participate in various social events as a faculty.

FAITH FORMATION

- Value the dignity of human life
- Commit to Christian service locally and globally
- Understand God's role our life
- Display Christian values

Faith formation is the cornerstone of a Catholic school in that it touches every aspect of students' lives. The building blocks of faith formation allow students to live in an ever-deepening relationship with God and others. "To teach in order to lead others to faith is the task of each and every believer." (St. Thomas Aquinas, CCC 904)

The United States Conference of Catholic Bishops referred to a statement they issued in 1990 which stated, "...Catholic schools afford the fullest and best opportunity to realize the fourfold purpose of Christian education, namely to provide an atmosphere in which the Gospel message is proclaimed, community in Christ is experienced, service to our sisters and brothers is the norm, and thanksgiving and worship of our God is cultivated. The community that forms in the Catholic school is infused with the Gospel values of reverence, respect, responsibility, and welcome.

All Grades

Liturgical Celebrations

- All students attend weekly Friday Mass which is led by a selected class whose members serve as lectors, altar servers, ushers, and choir members.
- Special annual masses include Holy Days of Obligation, Opening of School Faculty Mass, Spanish Mass, May Crowning, Catholic Schools Week Celebration Mass, and Kindergarten and eighth grade Graduation Mass, Living Rosary, Stations of the Cross

Discipleship

- Religious statues, crucifixes, and other sacramentals are located in every classroom and throughout the entire campus.
- Students attend Reconciliation services during Advent and Lent.
- The 7th grade students act as Mass buddies by accompanying Kindergarten students to Mass, modeling reverence, behavior and participation in the liturgy.
- Student/faculty donations of time, talent, food, money, and gifts assist various ministries throughout the community: Thanksgiving baskets, USO Christmas gifts, St. Vincent De Paul, Catholic Charities food pantry, Haitian relief efforts, St. Anthony's Orphanage Penny Drive, The Heifer project, Beaches Habitat for Humanity, Mendenhall Scholarship Fund, Camp I Am Special, Wounded Warrior Project, Hoopla For G.O. D., Community Connections, the Holy Rosary Art Festival, Bicycles for BEAM,
- Each classroom conducts individual service projects including cutting coupons for military families overseas, letters to veterans, baking dog biscuits and collecting blankets and towels for the Humane Society, making sandwiches for the homeless and providing Homeless Care Boxes, filling a dresser for a baby, and caring for God's creation by recycling water bottles, Elmer's glue bottles and glue sticks.
- Yearly Gospel themes are incorporated into classrooms, liturgies, and all aspects of student life (Fruits of the Holy Spirit-2010).

Prayer Life

- Each day begins and ends in student lead prayer.
- Prayer corners are located in many classroom and students are encouraged to share special intentions.
- The Rosary is prayed throughout the month of October.
- Spiritual bouquets are created for families and parishioners in crisis.
- Faculty meetings, athletic competitions, and PTA events begin in prayer.
- Students are encouraged to attend Adoration.

Spiritual Formation

- Second grade students are prepared for the Sacraments of Reconciliation and First Holy Communion.
- Seventh and eighth grade students are prepared for Confirmation.
- St Paul' School students and Religious Education students come together for social and service events throughout the year, thus promoting the pillar of community within the parish. There are numerous opportunities for service and fellowship

FCC Survey of Seven Goals for Student Learning Survey Results	Parent/ Teacher Response
Level of Student Achievement-Faith Formation	
1. Students understand God’s role in their lives.	3.35
2. Students demonstrate knowledge of the Catholic faith and traditions	3.33
3. Students apply their faith and Christian values in their lives.	3.17
4. Students recognize the value and dignity of all human life.	3.40
5. Students make a commitment to Christian service.	3.16
Level of Student Achievement-Learning to Learn	
6. Students make a commitment to creating quality work.	2.99
7. Students use a variety of learning strategies, personal skills, and time management skills to enhance learning.	3.05
8. Students reflect on and evaluate their learning for the purpose of improvement.	2.82
Level of Student Achievement-Expanding and Integrating Knowledge	
9. Students connect knowledge and experiences from different subject areas.	3.12
10. Students use what they already know to acquire new knowledge and develop new skills.	3.12
11. Students demonstrate integrated knowledge and skills in applying multi disciplinary approaches to solving problems.	2.96
Level of Student Achievement-Communication	
12. Students communicate with clarity, purpose, and understanding of the audience.	2.93
13. Students integrate the use of a variety of communication forms and use a wide variety skills.	3.09
14. Students recognize, analyze, and evaluate various forms of communication.	3.04
Level of Student Achievement-Thinking and Reasoning	
15. Students gather and use information effectively to gain new knowledge, organize information, support references, and justify conclusions.	2.81
16. Students utilize, evaluate, and refine multiple strategies to solve a variety of types of problems.	2.85
17. Students generate new and creative ideas by taking considerable academic risks.	2.76
Level of Student Achievement-Interpersonal Skills	
18. Students work with others in a variety of situations to set and achieve goals.	3.23
19. Students manage and evaluate their behavior as group members.	2.96
20. Students deal with disagreement and conflict caused by diversity of opinions and beliefs.	2.84
Level of Student Achievement-Personal and Social Responsibility	

21. Students take responsibility for their actions and act ethically.	2.98
22. Students respect themselves and others, and understand and appreciate the diversity and interdependence of all people.	2.93
23. Students demonstrate an understanding of and responsibility for global and environmental issues.	2.89
24. Students act as responsible citizens in the community, state, and nation.	3.09
Level of Priority for Improvement-Faith Formation	
25. Students understand God’s role in their lives.	1.44
26. Students demonstrate knowledge of the Catholic faith and traditions.	1.42
27. Students apply their faith and Christian values in their lives.	1.61
28. Students recognize the value and dignity of all human life.	1.49
29. Students make a commitment to Christian service.	1.65
Level of Priority for Improvement-Learning to Learn	
30. Students make a commitment to creating quality work.	1.76
31. Students use a variety of learning strategies, personal skills, and time management skills to enhance learning.	1.81
32. Students reflect on and evaluate their learning for the purpose of improvement.	1.96
Level of Priority for Improvement-Expanding and Integrating Knowledge	
33. Students connect knowledge and experiences from different subject areas.	1.65
34. Students use what they already know to acquire new knowledge and develop new skills.	1.73
35. Students demonstrate integrated knowledge and skills in applying multi disciplinary approaches to solving problems.	1.83
Level of Priority for Improvement-Communication	
36. Students communicate with clarity, purpose, and understanding of the audience.	1.84
37. Students integrate the use of a variety of communication forms and use a wide variety of skills.	1.70
38. Students recognize, analyze, and evaluate various forms of communication.	1.74
Level of Priority for Improvement-Thinking and Reasoning	
39. Students gather and use information effectively to gain new knowledge, organize information, support references, and justify conclusions.	1.77
40. Students utilize, evaluate, and refine multiple strategies to solve a variety of types of problems.	1.79
41. Students generate new and creative ideas by taking considerable academic risks.	1.86
Level of Priority for Improvement-Interpersonal Skills	
42. Students work with others in a variety of situations to set and achieve	1.63

School Improvement Plan 2011: Area 3 Desired Results for Student Learning

goals.	
43. Students manage and evaluate their behavior as group members.	1.85
44. Students deal with disagreement and conflict caused by diversity of opinions and beliefs.	1.97
Level of Priority for Improvement-Personal and Social Responsibility	
45. Students take responsibility for their actions and act ethically.	1.80
46. Students respect themselves and others, and understand and appreciate the diversity and interdependence of all people.	1.86
47. Students demonstrate an understanding of and responsibility for global and environmental issues.	1.79
48. Students act as responsible citizens in the community, state, and nation.	1.54